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ABSTRACT

The findings of this analysis include the following: (1) the magnitude of drug use among students in Seattle's high schools; (2) the student characteristics associated with drug use; (3) the problems students attribute to drug use; (4) student attitudes toward drug education and treatment/prevention programs provided by schools; and (5) school personnel judged as good sources of help for drug-related problems. Results document the fact that many of the Seattle high school students are involved with drugs; those who are deeply involved do not appear to welcome intervention, whereas others show an interest in increased school involvement in drug education, treatment, and prevention. (Author/GK)

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# AN ANALYSIS OF DRUG USE AMONG STUDENTS IN SEATTLE'S HIGH SCHOOLS

REPORT NO. 80-4

May, 1980

TOM MATTHEWS

Office of
Instructional Program Evaluation

Department of
Planning, Research & Evaluation

SEATTLE
PUBLIC
SCHOOLS

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# AN ANALYSIS OF DRUG USE AMONG STUDENTS IN SEATTLE'S HIGH SCHOOLS

REPORT NO. 80-4
MAY 1980

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## ABSTRACT

The major findings of this report are summarized as answers to the following questions.

1) What is the magnitude of drug use among students in Seattle's high schools?

The most frequently used substance is alcohol. Nearly three-fourths of the students attending Seattle's 1[illegible] high schools reported use of alcohol in the last three months. Of those who use alcohol, more than one-third have used it more than 12 times in the last three months.

In terms of frequency of use, alcohol (used by 74%) is followed by marihuana (used by 55%), tobacco (used by 32%), stimulants (used by 21%), cocaine (used by 17%), cough syrup (used by 13%) and hallucinogens (used by 10%). The following substances were used by less than 10% of the sample - barbiturates, angel dust, tranquilizers, opiates and solvents.

2) What student characteristics are associated with drug use?

Students with higher levels of drug use tend to be male, older, in higher grades, and of the White race; these students also tend to have lower school grades and plan to get a job rather than go to college after high school graduation. Additionally, these students tend not to be from low income families, but do tend to work outside of school.

The percentage of drug users is approximately equal regardless of whether a student attends the high school nearest his home or not.

3) What problems do students attribute to drug use?

Students who are frequent users of drugs attribute more problems to their use than infrequent users. The most commonly reported problems involved absenteeism and low school achievement. The least frequently reported problems attributed to drugs were legal difficulties and problems with friends.

Frequent users of drugs reported more problems in general than non-users even when the problems were not attributed to drug use.

4) Do students feel that the school should provide more drug education, and more treatment and prevention programs?

Students tended to agree that schools should provide more drug education classes and that schools should help students learn how to avoid having trouble with drugs. They also agreed that schools should provide treatment for students having trouble with drugs. However, frequent users of drugs did not agree as often as infrequent users that schools should provide assistance in the area of drug abuse.

5) Which school personnel were judged as good sources of help for problems related to drugs?

Nurses and counselors were judged as the best sources of help for problems related to drugs; however none of these groups was highly endorsed as a source of help. School principals and teachers were viewed as less helpful. Finally, frequent users viewed all school personnel as less helpful than infrequent users.

General Comments

These results document the fact that many students in Seattle's high schools are involved with drugs. Students indicate that they would welcome increased school involvement in the areas of drug education, treatment and prevention. However, students who are deeply involved in drugs do not welcome more intervention, despite the fact that they tend to have more school related problems. Drug education techniques would appear to serve a need for the typical student; heavy drug users seem to require additional approaches to their problems.



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## INTRODUCTION

This survey has been initiated in response to District and community concerns related to substance (i.e. drug) use among students in the Seattle Public Schools. The primary questions that the survey addresses are as follows:

1. What is the magnitude of drug use among high school students in the Seattle Public Schools?

2. What are viable approaches to drug use education, prevention and/or treatment?

## PROCEDURES

Initially, a drug use questionnaire* was developed and reviewed by selected personnel** and students in the District. The instrument inquired about the frequency of use of 12 different substances. In addition, students were asked to record demographic information (age, race, sex, grade level, etc.) and to indicate their agreement with various statements that are pertinent to the drug use issue.

A representative sample was achieved by randomly selecting classrooms within high schools. The proportion of students in the sample from each school was equivalent roughly to the proportion of students in the District from that school. The number of classrooms selected within each school ranged between 8 and 16 depending upon the size of the school and the total number of students who participated in the survey was 2353; a total of 114 classrooms participated in the study.

The survey was conducted over a two week time period covering the last week of February and the first week of March, 1980. Five non-school people helped administer the survey. Typically students finished the questionnaire in less than

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* A copy of the questionnaire is shown in Appendix C.

** Linda Applegate (Health Services), Gary Ness (Counseling and Guidance), Area Administrators and High School Principals all reviewed the questionnaire and offered suggestions. In addition, students on the Seattle Interhigh Council were afforded the opportunity to review the survey instrument.

twenty minutes. All students were assured that their participation was voluntary and that no results would be released about individuals. No student names or identification numbers were sought.

RESULTS AND DISCUSSION

Magnitude of the Problem. Table 1 shows the percentage of high school students using various substances by their frequency of use. Alcohol appears to be the most commonly used substance. More than 73% of the sample indicated that they had used alcohol during the last three months. More than one-fourth (26.2%) of the sample indicated that they had used alcohol more than twelve times in the last three months. The second most frequently used substance was marihuana (used by 55.3% of the students), followed by tobacco, stimulants, cocaine, cough syrup, and hallucinogens. The least frequently used substances were barbiturates, angel dust, tranquilizers, opiates and solvents, respectively. None of these substances were used by more than six percent of the sample during the last three months.

Characteristics of Drug-Users. Table 2 shows the percentage of alcohol users by sex, grade level, race and family income. The percentage of male and the percentage of female students who report use of alcohol in the last three months appears nearly equal (74.8% and 72.8%). However, a closer look at the data reveals that males who use alcohol, tend to use it more frequently than females. Alcohol use is also related to grade level. That is, a lower percentage of ninth graders than twelfth graders report use of alcohol during the last three months (63.3% to 76.4% respectively).

With respect to race, White and Indian groups appear to use alcohol in the highest proportions (8[illegible].9% and 81.2% respectively). Asian and Black groups report use of alcohol in the lowest proportions (49.3% to 61.4% respectively). Family income (receiving free lunch at school) is also related to alcohol use. Students from low income families report use of alcohol less frequently than students who are not from low income families (61.5% to 75.5%). Similar patterns were obtained when the use of other substances was examined. Data summarized in Appendix A and B show cross-tabulations of marihuana and cocaine with various demographic variables.

TABLE 1

Percentage of High School Students Using Various Substances by Frequency of Use

| Substances | Use Over the Last Three Months | | | | | Total N |
|---|---|---|---|---|---|---|
| | Not Used | 1 - 4 Times | 5 - 8 Times | 9 -12 Times | More than 12 Times | |
| Alcohol | 26.5 | 29.6 | 11.2 | 6.5 | 26.2 | 2329 |
| Marihuana | 44.7 | 18.2 | 6.5 | 4.3 | 26.2 | 2336 |
| Tobacco | 67.8 | 10.2 | 1.7 | 1.1 | 19.1 | 2293 |
| Stimulants | 78.7 | 12.3 | 3.4 | 1.8 | 3.7 | 2310 |
| Cocaine | 83.4 | 11.6 | 2.0 | 1.0 | 2.0 | 2303 |
| Cough Syrup | 87.3 | 8.2 | 1.4 | .7 | 2.3 | 2300 |
| Hallucinogens | 89.7 | 7.2 | 1.8 | .7 | .6 | 2308 |
| Barbiturates | 94.0 | 3.7 | 1.2 | .3 | .7 | 2298 |
| Angel Dust | 94.3 | 4.3 | .7 | .2 | .5 | 2305 |
| Tranquilizers | 93.3 | 4.0 | 1.2 | .4 | 1.0 | 2300 |
| Opiates | 95.7 | 3.1 | .4 | .2 | .6 | 2298 |
| Solvents | 96.8 | 2.0 | .5 | .3 | .5 | 2311 |

TABLE 2

Percentage of Alcohol Users and Nonusers
by Sex, Grade Level, Race, and Family Income

| | Alcohol User | Alcohol Nonuser | Total N |
|---|---|---|---|
| **Sex** | | | |
| Male | 74.2 | 25.8 | 1139 |
| Female | 72.8 | 27.2 | 1174 |
| **Grade Level** | | | |
| 9 | 63.6 | 36.4 | 264 |
| 10 | 70.9 | 29.1 | 684 |
| 11 | 77.0 | 23.0 | 613 |
| 12 | 76.4 | 23.6 | 753 |
| **Race** | | | |
| Hispanic | 73.3 | 26.7 | 30 |
| White | 80.9 | 19.1 | 1507 |
| Black | 61.4 | 38.6 | 329 |
| Indian | 81.2 | 18.8 | 32 |
| Asian | 49.3 | 50.7 | 298 |
| Other | 71.1 | 28.9 | 97 |
| **Family Income** | | | |
| Free or Reduced Lunch - Yes | 61.5 | 38.5 | 358 |
| Free or Reduced Lunch - No | 75.7 | 24.3 | 1952 |

The relationship between drug use and other characteristics was also examined by creating a composite drug use variable. That is, the frequency of drug use was added across all twelve drugs in the survey. The value of the resulting variable was high for students who frequently used many different drugs and low for students who never used drugs. Table 3 shows the average values of this composite drug use variable across categories of other pertinent characteristics.

Statistically significant differences occurred in drug use across categories of family income, sex and race. Further, students who worked on a job outside of school had a higher average drug use level than those who did not, and older students tended to use drugs more frequently than younger students. In addition, low achieving students tended to use drugs more often than high achieving students. Finally, those who planned to attend college had a lower average level of drug use than those who had other plans.

Problems Attributed to Drugs. Table 4 summarizes information pertinent to problems attributed to drug use. On the average students tended to disagree with statements which imply that drugs cause problems for them. This finding is not surprising since many students are not frequent drug users. However, among frequent drug users*, there was less disagreement with statements which attribute various problems to drug use. For example, students were asked whether they agreed with the following statement: "Drug use has caused me to be absent from school." The mean agreement score was 4.71** for non-users and 3.56 for frequent users. In other words, frequent users tended to agree more often than non-users that drugs cause absenteeism. Similar patterns were obtained when students were asked whether drug use caused other types of problems - poor school achievement, school problems, general problems, home problems, legal problems and friend problems.

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* During the survey students recorded their frequency of use of 12 different substances. A drug use composite variable was constructed by adding drug use levels across all 12 substances. The resulting variable had values which ranged between 12 and 60. A score of 12 indicated no drug use. Students who scored between 13 and 20, inclusive are referred to as infrequent users; students who scored above 20 are referred to as frequent users.

** The following scale was used to record student responses: 1 = completely agree; 2 = agree; 3 = no clear feeling; 4 = disagree; 5 = completely disagree.

TABLE 3

Average Drug Use Values Across Categories of
Family Income, Work, Nearest School, Sex, Age, Grade Level,
Grade Point Average, Race and Job Plans

| | $\bar{X}$** | N | F |
|---|---|---|---|
| Family Income | | | |
| Free or Reduce Lunch - Yes | 16.28 | 331 | |
| Free or Reduce Lunch - No | 17.55 | 1828 | 12.3* |
| Work Outside of School | | | |
| Yes | 17.73 | 1143 | |
| No | 16.91 | 1015 | 9.95* |
| Attend Nearest High School | | | |
| Yes | 17.55 | 1624 | |
| No | 16.78 | 536 | 6.45 |
| Sex | | | |
| Male | 17.81 | 1053 | |
| Female | 16.90 | 1108 | 12.28* |
| Age | | | |
| 15 or less | 16.43 | 514 | |
| 16 | 17.34 | 685 | |
| 17 | 17.79 | 644 | |
| 18 or more | 17.77 | 318 | 5.65* |
| Grade Level | | | |
| 9 | 16.54 | 246 | |
| 10 | 17.02 | 642 | |
| 11 | 17.52 | 564 | |
| 12 | 17.64 | 710 | 2.47 |

* Statistically significant, $p \leq .01$

** Higher Average values indicate higher levels of drug use.

TABLE 3 Continued

| | $\bar{X}$** | N | F |
|---|---|---|---|
| Grade Point Average | | | |
| A | 15.02 | 569 | |
| B | 17.29 | 1056 | |
| C | 19.37 | 454 | |
| D | 23.68 | 48 | |
| E | 25.50 | 12 | 58.00* |
| Race | | | |
| Hispanic | 17.78 | 28 | |
| White | 18.22 | 1405 | |
| Black | 15.95 | 307 | |
| Indian | 18.16 | 30 | |
| Asian | 14.48 | 285 | |
| Other | 16.73 | 88 | 23.23* |
| Job Plans | | | |
| Get a Job | 20.51 | 171 | |
| Vocational School | 19.60 | 200 | |
| Armed Forces | 17.61 | 90 | |
| College | 16.34 | 1515 | |
| None Of The Above | 20.33 | 154 | 41.19* |

* Statistically significant, $p \leq .01$

** Higher Average values indicate higher levels of drug use.

TABLE 4

Mean Agreement Scores for Statements Concerning Various Problems by Three Categories of Drug Use

| Statement** | Non-Users* | Infre-quent Users | Fre-quent Users | Entire Sample | F |
|---|---|---|---|---|---|
| Problems Attributed to Drugs | | | | | |
| Drug use has caused me to be absent from school | 4.71 | 4.60 | 3.56 | 4.36 | 229.02*** |
| Drug use has lowered my level of school achievement | 4.67 | 4.47 | 3.63 | 4.30 | 149.46*** |
| Drug use has contributed to my problems | 4.72 | 4.48 | 3.82 | 4.37 | 127.56*** |
| Drug use has caused problems for me at school | 4.71 | 4.59 | 3.98 | 4.46 | 105.67*** |
| Drug use has caused problems for me at home | 4.70 | 4.50 | 3.84 | 4.38 | 110.61*** |
| Drug use has caused problems for me with the police or other legal authorities | 4.73 | 4.68 | 4.21 | 4.57 | 60.97*** |
| Drug use has caused problems for me with my friends | 4.64 | 4.47 | 4.23 | 4.45 | 24.66*** |
| General Problems | | | | | |
| I have major problems in my life | 4.01 | 3.72 | 3.35 | 3.69 | 40.15*** |
| I get into a lot of trouble at school | 4.68 | 4.54 | 4.07 | 4.45 | 79.26*** |

* During the survey students recorded their frequency of use of 12 different substances. A drug use composite variable was constructed by adding drug use levels across all 12 substances. The resulting variable had values which ranged between 12 and 60. A score of 12 indicated no drug use. Students who scored between 13 and 20, inclusive are referred to as infrequent users; students who scored above 20 are referred to as frequent users.

** The following scale was used to record student responses: 1 = completely agree; 2 = agree; 3 = no clear feeling; 4 = disagree; 5 = completely disagree.

*** Statistically significant, $p \leq .01$

Students were asked also to indicate whether they had problems (major life problems, school problems) regardless of whether the problem was drug induced or not. Again, those who were not drug users indicated fewer problems than those who were frequent users. Apparently, higher levels of drug use are associated with higher levels of problems, regardless of whether the problems are perceived as drug related. This finding suggests that students in Seattle's high schools who need treatment for drug problems may also need assistance with a variety of other difficulties.

Drug Education, Treatment and Prevention. Table 5 summarizes information concerning students' opinions of the role of the school in the treatment and prevention of drug use. On the average, students agreed with statements suggesting that schools should have a role in the treatment and prevention of drug abuse. For example, students tended to agree with statements which asserted that schools should help students learn about themselves to avoid drug use and that schools should help students learn how to avoid having trouble with drugs ( $\bar{X}$ = 2.06 for each statement)*. However, non-users tended to be more in favor than frequent users of increased school involvement in the areas of treatment and prevention. With respect to punishment, students appeared on the average, to have no clear feeling concerning whether students who use drugs should be punished by the school. ( $\bar{X}$ = 3.08, i.e. no clear feeling). However, students tended to disagree with the assertion that current school discipline practices are helping limit drug use at school ($\bar{X}$ = 3.82). In addition the students' opinion about the effectiveness of current school discipline practices is essentially the same across all levels of current drug use. It is interesting to note that those students with higher drug use levels attribute more problems to their drug use, yet they are less inclined to welcome school treatment and prevention programs. Several speculations are possible concerning why students with high levels of drug use (and more problems) do not welcome increased school intervention. For instance, these students may believe that more of the same sorts of

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* Averages for items which suggested that schools should play a role in treatment and prevention ranged between 2.06 and 2.47. On the scales in question, a "2" corresponds to agree and a "1" corresponds to completely agree; a "3" indicates no clear feeling.

TABLE 5

Mean Agreement Scores for Statements Concerning the Schools Role in Treatment and Prevention by Three Categories of Drug Use

| Statement** | Non-Users* | Infrequent Users | Frequent Users | Entire Sample | F |
|---|---|---|---|---|---|
| Students who use drugs should be punished by the school . . . . . | 2.73 | 3.05 | 3.44 | 3.08 | 40.58*** |
| Schools should help students learn about themselves in an effort to avoid drug abuse . . . . . | 1.90 | 1.98 | 2.38 | 2.06 | 35.29*** |
| Schools should help students learn how to avoid having trouble with drugs . . . . . | 1.84 | 2.00 | 2.38 | 2.06 | 43.42*** |
| Schools should provide programs to help students learn how to make decisions about drugs . . . . . | 1.94 | 2.04 | 2.29 | 2.08 | 16.45*** |
| Schools should provide treatment for students having trouble with drugs . . . . . | 2.16 | 2.19 | 2.47 | 2.26 | 13.56*** |
| Schools should provide more drug education classes . . . . . | 2.46 | 2.43 | 2.58 | 2.47 | 3.55 |
| Current school discipline practices are helping limit drug use at school . . . . . | 3.89 | 3.77 | 3.84 | 3.82 | 1.61 |

* During the survey students recorded their frequency of use of 12 different substances. A drug use composite variable was constructed by adding drug use levels across all 12 substances. The resulting variable had values which ranged between 12 and 60. A score of 12 indicated no drug use. Students who scored between 13 and 20, inclusive are referred to as infrequent users; students who scored above 20 are referred to as frequent users.

** The following scale was used to record student responses: 1 = completely agree; 2 = agree; 3 = no clear feeling; 4 = disagree; 5 = completely disagree.

*** Statistically significant, $p \leq .01$

TABLE 6

Mean Agreement Scores for Statements Pertinent to the Source of Help for Drug Problems by Three Categories of Drug Use

| Statement** | Non-Users* | Infrequent Users | Frequent Users | Entire Sample | F |
|---|---|---|---|---|---|
| Teachers are good sources of help for problems related to drugs . . . . . | 2.97 | 3.16 | 3.59 | 3.23 | 40.33*** |
| School counselors are good sources of help for problems related to drugs . . . . . | 2.69 | 2.95 | 3.41 | 3.01 | 47.52*** |
| School principals and vice-principals are good sources of help for problems related to drugs . . | 3.01 | 3.47 | 3.91 | 3.48 | 78.46*** |
| School nurses are good sources of help for problems related to drugs . . . . . | 2.50 | 2.92 | 3.34 | 2.93 | 64.03*** |

* During the survey students recorded their frequency of use of 12 different substances. A drug use composite variable was constructed by adding drug use levels across all 12 substances. The resulting variable had values which ranged between 12 and 60. A score of 12 indicated no drug use. Students who scored between 13 and 20, inclusive are referred to as infrequent users; students who scored above 20 are referred to as frequent users.

** The following scale was used to record student responses: 1 = completely agree; 2 = agree; 3 = no clear feeling; 4 = disagree; 5 = completely disagree.

*** Statistically significant, $p \leq .01$

programs that they have seen in the past would be ineffective, or they may place a positive value on their current lifestyle and resist efforts to change it.

Table 6 shows information concerning student judgments of the quality of various sources of help for problems related to drugs. On the average students agreed that nurses and counselors were the best sources of help for drug related problems ( $\bar{X}$ = 2.93 and 3.01 respectively); principals and vice-principals were perceived as the least helpful ( $\bar{X}$ = 3.48). However, none of these groups was highly endorsed as a source of help. There was also a relationship between drug use and judgments of the usefulness of these sources of help. In each instance students with high drug use scores (rather than low scores) tended to report more disagreement with statements asserting that various school personnel were good sources of help for problems related to drugs.

## SUMMARY AND CONCLUSIONS

It appears that drug use is not causing major problems for students with low levels of drug use. However, students with high levels of drug use are reporting more problems. With respect to treatment and prevention and drug education, students appear to encourage more intervention by the schools. But, students with high levels of drug use do not seem to be as receptive to school programs. High school students tend to be ambivalent about school personnel as sources of help for drug related problems. Students with high levels of drug use are even less inclined to believe that school personnel are good sources of help.

These results indicate that the average student would like to have more school involvement in the areas of drug education, treatment and prevention. However, students who are deeply involved in drugs do not welcome more school intervention, despite the fact that they tend to have more school related problems. Drug education programs would appear to serve a need for the typical student, but heavy drug users seem to require additional approaches to their problems.

APPENDIX


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APPENDIX A

TABLE 1

Percentage of Marihuana Users and Nonusers
by Sex, Grade Level, Race and Family Income

| | Marihuana User | Marihuana Nonuser | Total N |
|---|---|---|---|
| Sex | | | |
| Male | 60.2 | 39.8 | 1142 |
| Female | 50.5 | 49.5 | 1172 |
| Grade Level | | | |
| 9 | 49.4 | 50.6 | 263 |
| 10 | 56.0 | 44.0 | 688 |
| 11 | 57.6 | 42.4 | 613 |
| 12 | 54.6 | 45.4 | 755 |
| Race | | | |
| Hispanic | 50.0 | 50.0 | 30 |
| White | 61.4 | 38.6 | 1511 |
| Black | 51.8 | 48.2 | 330 |
| Indian | 68.7 | 31.3 | 32 |
| Asian | 25.6 | 74.4 | 297 |
| Other | 54.1 | 45.9 | 98 |
| Family Income | | | |
| Free or Reduced Lunch - Yes | 50.0 | 50.0 | 358 |
| Free or Reduced Lunch - No | 56.2 | 43.8 | 1958 |

APPENDIX B

TABLE 2

Percentage of Cocaine Users and Nonusers
by Sex, Grade Level, Race and Family Income

| | Cocaine Users | Cocaine Nonusers | Total N |
|---|---|---|---|
| Sex | | | |
| Male | 19.5 | 80.5 | 1122 |
| Female | 13.7 | 86.3 | 1164 |
| Grade Level | | | |
| 9 | 10.3 | 89.7 | 261 |
| 10 | 13.7 | 86.3 | 677 |
| 11 | 17.2 | 82.8 | 598 |
| 12 | 20.4 | 79.6 | 750 |
| Race | | | |
| Hispanic | 20.7 | 79.3 | 29 |
| White | 18.9 | 81.1 | 1489 |
| Black | 15.6 | 84.4 | 326 |
| Indian | 21.9 | 78.1 | 32 |
| Asian | 5.1 | 94.9 | 292 |
| Other | 9.3 | 90.7 | 97 |
| Family Income | | | |
| Free or Reduced Lunch - Yes | 13.6 | 86.4 | 353 |
| Free or Reduced Lunch - No | 16.9 | 83.1 | 1930 |

# APPENDIX C

## DRUG USE SURVEY

This survey has been designed to investigate the impact of drug use on students in the Seattle Public Schools. The following questions and answers should help you understand your role in this survey.

1. Will my answers be confidential?

   YES. Please do not put your name on this survey because we do not want to identify individuals. No one will be able to trace your answers back to you.

2. Do I have to complete this survey?

   NO. Your cooperation is completely voluntary. However, results will be misleading if large groups of students refuse to answer.

3. How was I chosen to complete the survey?

   Your classroom was chosen through a random procedure that will select about 20% of the students in your school. Your responses are important because they will represent the responses of other students like you.

4. What do you mean by drug use?

   In this survey the term drug use refers to the use of drugs for nonmedical purposes. Examples of nonmedical use include the use of drugs to get high or to have fun.

Thank you for your assistance.

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Please circle the number which best describes your drug use patterns.

| How often have you used the following substances (drugs) for nonmedical purposes during the last 3 months? | Never | 1 to 4 Times | 5 to 8 Times | 9 to 12 Times | More Than 12 Times |
|---|---|---|---|---|---|
| 1. Marihuana or Hashish (Pot, Grass, Hash) | 1 | 2 | 3 | 4 | 5 |
| 2. Opiates (Heroin, Opium, Morphine) | 1 | 2 | 3 | 4 | 5 |
| 3. Hallucinogens (LSD, Psilocybin, Peyote, STP, DMT) | 1 | 2 | 3 | 4 | 5 |
| 4. Cocaine | 1 | 2 | 3 | 4 | 5 |
| 5. Stimulants (Uppers, Bennies, Pep, Dex, Speed, Amphetamines) | 1 | 2 | 3 | 4 | 5 |
| 6. Alcohol (Beer, Wine, Liquor ) | 1 | 2 | 3 | 4 | 5 |
| 7. Tobacco | 1 | 2 | 3 | 4 | 5 |
| 8. Solvents to get high (glue, gasoline, paint thinner, lighter fluid, cleaning fluid) | 1 | 2 | 3 | 4 | 5 |
| 9. Cough Syrup | 1 | 2 | 3 | 4 | 5 |
| 10. Barbiturates (Downers, Seconal, Amytal, Phenobarb) | 1 | 2 | 3 | 4 | 5 |
| 11. Angel Dust (PCP) | 1 | 2 | 3 | 4 | 5 |
| 12. Tranquilizers | 1 | 2 | 3 | 4 | 5 |
| 13. Other substances used to get high<br>14.-32. List other drugs here _____ | 1 | 2 | 3 | 4 | 5 |

| How has your use of the following substances (drugs) changed during the last 3 months? | I Haven't Used It | My Use Is Increasing | My Use Is Decreasing | My Use Is Steady |
|---|---|---|---|---|
| 33. Marihuana or Hashish (Pot, Grass, Hash) | 1 | 2 | 3 | 4 |
| 34. Opiates (Heroin, Opium, Morphine) | 1 | 2 | 3 | 4 |
| 35. Hallucinogens (LSD, Psilocybin, Peyote, STP, DMT) | 1 | 2 | 3 | 4 |
| 36. Cocaine | 1 | 2 | 3 | 4 |
| 37. Stimulants (Uppers, Pennies, Pep, Dex, Speed, Amphetamines) | 1 | 2 | 3 | 4 |
| 38. Alcohol (Beer, Wine, Liquor) | 1 | 2 | 3 | 4 |
| 39. Tobacco | 1 | 2 | 3 | 4 |
| 40. Solvent to get high (glue, gasoline, paint thinner, lighter fluid, cleaning fluid) | 1 | 2 | 3 | 4 |
| 41. Cough Syrup | 1 | 2 | 3 | 4 |
| 42. Barbiturates (Downers, Seconal, Amytal, Phenobarb) | 1 | 2 | 3 | 4 |
| 43. Angel Dust (PCP) | 1 | 2 | 3 | 4 |
| 44. Tranquilizers | 1 | 2 | 3 | 4 |
| 45. Other substances used to get high | 1 | 2 | 3 | 4 |

46.-62. List other drugs here _____

_____

Please circle the number of the most correct alternative.

63. Have you ever taken drugs for nonmedical purposes?

1. Yes
2. No

64. Have you received some instruction at school concerning drugs?

1. Yes
2. No

65. Are you receiving free or reduced-price lunches from your school?

1. Yes
2. No

66. Are you receiving pay for a regular job outside of school?

1. Yes
2. No

67. Are you attending the high school nearest to your home?

1. Yes
2. No

68. What is your sex?

1. Male
2. Female

69. What is your age?

1. 15 or younger
2. 16
3. 17
4. 18 or older

70. What is your grade level?

1. 9th grade
2. 10th grade
3. 11th grade
4. 12th grade
5. Other

71. Which of the following most accurately describes your grade point average for this school year?

1. A--- between 3.5-4.0
2. B--- between 2.5-3.4
3. C--- between 1.5-2.4
4. D--- between .5 and 1.4
5. E--- between .0 - 1.3

72. Which of the following most accurately describes your racial identification?

1. Hispanic
2. White (Caucasian)
3. Black
4. American Indian or Alaskan Native
5. Asian or Pacific Islander
6. Other

73. Currently, which of the following schools are you attending?

01. Ballard
02. Cleveland
03. Franklin
04. Garfield
05. Hale
06. Ingraham
07. Lincoln
08. Queen Anne
09. Rainier Beach
10. Roosevelt
11. Sealth
12. West Seattle

75. After high school, which of the following would you most like to do?

1. Get a job with no further schooling
2. Go to vocational school
3. Go to the armed services (army, navy, etc.)
4. Go to college
5. None of the above

---

Circle the number which best indicates your agreement with the following statements.

| | Completely Agree | Agree | No Clear Feeling | Disagree | Completely Disagree |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. I have major problems in my life | 1 | 2 | 3 | 4 | 5 |
| 2. I get into a lot of trouble at school | 1 | 2 | 3 | 4 | 5 |
| 3. Drug use has caused problems for me at school | 1 | 2 | 3 | 4 | 5 |
| 4. Drug use has caused problems for me at home | 1 | 2 | 3 | 4 | 5 |
| 5. Drug use has caused problems for me with my friends | 1 | 2 | 3 | 4 | 5 |
| 6. Drug use has contributed to my problems | 1 | 2 | 3 | 4 | 5 |
| 7. Drug use has caused problems for me with the police or other legal authorities | 1 | 2 | 3 | 4 | 5 |
| 8. Nonmedical use of drugs has made my life better | 1 | 2 | 3 | 4 | 5 |
| 9. Drug use has made school more difficult for me | 1 | 2 | 3 | 4 | 5 |
| 10. Drug use has lowered my level of school achievement | 1 | 2 | 3 | 4 | 5 |
| 11. Drug use has caused me to be absent from school | 1 | 2 | 3 | 4 | 5 |
| 12. I like to take drugs in the morning before school | 1 | 2 | 3 | 4 | 5 |
| 13. I like to take drugs during the school day | 1 | 2 | 3 | 4 | 5 |
| 14. I like to take drugs in the evening after school | 1 | 2 | 3 | 4 | 5 |
| 15. I like to take drugs on weekends and holidays | 1 | 2 | 3 | 4 | 5 |
| 16. I like to take drugs while attending extra-school activities (football games, club meetings, etc.) | 1 | 2 | 3 | 4 | 5 |
| 17. I like to hold offices (president, secretary, etc.) in school related groups, classes or clubs | 1 | 2 | 3 | 4 | 5 |
| 18. I attend school related activities (sports events, club meetings, etc.)regularly | 1 | 2 | 3 | 4 | 5 |
| 19. I expect to graduate from high school | 1 | 2 | 3 | 4 | 5 |
| 20. After high school, I expect to complete my plans for a job or further schooling | 1 | 2 | 3 | 4 | 5 |
| 21. Pressures from bad grades make me feel like using drugs | 1 | 2 | 3 | 4 | 5 |
| 22. Current school discipline practices are helping limit drug use at school | 1 | 2 | 3 | 4 | 5 |

Circle the number which best indicates your agreement with the following statements. (continued)

| | Completely Agree 1 | Agree 2 | No Clear Feeling 3 | Disagree 4 | Completely Disagree 5 |
|---|---|---|---|---|---|
| 23. I can get drugs at school easily | 1 | 2 | 3 | 4 | 5 |
| 24. I have a lot of free time before and after school | 1 | 2 | 3 | 4 | 5 |
| 25. Generally, school is too easy for me | 1 | 2 | 3 | 4 | 5 |
| 26. Schools should provide more drug education classes | 1 | 2 | 3 | 4 | 5 |
| 27. Schools should provide treatment for students having trouble with drugs | 1 | 2 | 3 | 4 | 5 |
| 28. Schools should help students learn how to avoid having trouble with drugs | 1 | 2 | 3 | 4 | 5 |
| 29. Schools should provide programs to help students learn how to make decisions about drugs | 1 | 2 | 3 | 4 | 5 |
| 30. Schools should help students learn about themselves in an effort to avoid drug abuse | 1 | 2 | 3 | 4 | 5 |
| 31. Problems related to drug use should be handled outside of the school | 1 | 2 | 3 | 4 | 5 |
| 32. Students who use drugs at school should be punished by the school | 1 | 2 | 3 | 4 | 5 |
| 33. Teachers are good sources of help for problems related to drugs | 1 | 2 | 3 | 4 | 5 |
| 34. School counselors are good sources of help for problems related to drugs | 1 | 2 | 3 | 4 | 5 |
| 35. School principals or vice-principals are good sources of help for problems related to drugs | 1 | 2 | 3 | 4 | 5 |
| 36. School nurses are good sources of help for problems related to drugs | 1 | 2 | 3 | 4 | 5 |
| 37. If one is careful, most drugs are safe to use for nonmedical purposes | 1 | 2 | 3 | 4 | 5 |
| 38. I am well informed about drugs | 1 | 2 | 3 | 4 | 5 |
| 39. My best friends use drugs regularly | 1 | 2 | 3 | 4 | 5 |